**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Making Bar Graphs**  **The Envision Lesson: 20-4** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | data  bar graph |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Problem of the Day.  Review bar graph vocab. from previous day. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Students previously have learned vocab. words in other lessons. 2. How will you provide multiple opportunities for vocabulary to be used in context? Do multiple bar graphs throughout the year. Use graph club in the computer lab. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Take a whole class survey on 4 favorite sports. Have students divide paper into 4 columns. Use counters or other objects to represent votes. Ask questions about the information. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Show how to turn counters into bar graphs. Distribute graph paper. Ask: what title did you select for your bar graph? How many units does each grid line in your bar graph represent? How did you decide whether to count by 1s, 2s, or 5s? Who used horizontal lines and who used vertical lines? How did you decide which way to make your bars? What labels does your bar graph need? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have students work with a partner to develop their own surveys, and come up with questions for other students to answer. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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